



GRADE 8 HUMANITIES

TEACHER VERSION

2008/2009

THEME 1: WHAT IS EVIDENCE?

Enduring Understandings:

- Problem-solving requires a systematic approach
- Information exists in a variety of forms
- All evidence has limitations
- Argument requires evidence



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**All teacher notes for this booklet are written in Cooper
Black font.**

INTRODUCTION

This should be done together as a class with discussion before each

This unit will explore the following general ideas or concepts.

Use the space provided to take your own notes in point form throughout the unit.

KEY CONCEPTS

- Evidence
- Bias
- Motive
- Perception
- Fact
- Opinion

KEY TERMS

- Artifact
- Analyze
- Investigate
- Source

SECTION 1: Types of Evidence

Think Pair share- first have students define on own, then share with partner then define as a class

Our aims

You will:

- Understand the definitions of primary and secondary evidence
- Develop the skill of analyzing evidence
- Develop an understanding of how context impacts analysis

What is a primary source?

History documents and written accounts (oral accounts, government documents, journals, maps, photographs, paintings, clothing, artifacts, art) written first hand by the person who was actually at the event or objects that have survived from the past

What is a secondary source?

Accounts of past events written or created by someone who was not at the event usually sometime after the event happened



Source: Library and Archives Canada: Defining primary and secondary sources. Retrieved August 16.
www.collectionscanada.ca/.../008-3010-e.html

Categorizing

Sources- These are in the resource materials in the cupboard and are meant as a suggestion. If you decide on other that is fine. The only one you definitely need to use is the quote from Christopher Columbus

- 1. Page 3 A of Lessons on American History Part One (copy attached) “The First Americans” Secondary Source**
- 2. Page 6 C of Lessons on American History Part One- quote from Christopher Columbus – copy attached] Primary Source**
- 3. Various Paintings (There are 5 so each classroom should be able to use one) in Colonial America Volume 11 Book. Primary Sources**
- 4. A History of US From Colonies to Country Page 202 Chronology of Events Secondary Source**
- 5. Various illustrations from Colonial America: In the 18th Century In Illustration and Art (There are more than 5 so can use one per classroom) Primary Sources**

Task

Your teacher will divide you into groups.

- Look at the pieces of evidence provided in the classroom.
- Decide which one is primary and which one is secondary.
- Write your responses in the space provided, and include your explanation

Source	Type	Explanation

Source	Type	Explanation

Source	Type	Explanation

Source	Type	Explanation

Source	Type	Explanation

Analyzing Sources

(Adapted from: *The Learning Page*. The Library of Congress. Last updated 09/26/2002 Retrieved 13/08/2007.
<http://lcweb2.loc.gov/learn/lessons/psources/>)

When analyzing any source, we have to consider the type of source it is. Different sources, whether primary or secondary, were created for different reasons.

Published Documents

- Created for a large audience
- Examples are books, magazines, newspapers, government documents, non-government reports, literature, advertisements, maps, pamphlets, posters, laws.

Unpublished documents (these are private and ‘owned’ by an individual, group or community.)

- Examples are journals, wills, diaries, personal letters, department reports, classified documents

The process of analysis

When examining any document, remember the following:

- Every document has a creator and every creator has a point of view. They have blind spots and biases. This affects their writing.
- Never assume that any document is truthful, accurate or reliable.
- Always attempt to identify the purpose, the writer and the time period.

Activity

Reflection on Primary and Secondary Sources

Review the sources that you analyzed in the previous lesson and answer the following questions:

1. Re-read Christopher Columbus's quote. What does this quote show about his perspective and point of view of Native Americans? What does it show about what Columbus thought his purpose was?

This quote is included in the resources materials- Lessons on American History page 6 C and is on the following page as well.

2. Now read the following quote written by Bartolome de las Casas, a young priest who was with Columbus during the conquest of Cuba.

"Our work was to exasperate, ravage, kill, mangle and destroy; small wonder, then, if they tried to kill one of us now and then....mountains are stripped from top to bottom to top a thousand times; they dig, split rocks, move stones and carry dirt on their backs....bent so constantly it breaks them;.....the newly born, they died early because their mothers, overworked and famished, had no milk to nurse them, 7000 children died in three months. Some mothers even drowned their babies from sheer desperation.....husbands died in the mines, wives died at work, and children died from lack of milk.....and in a short time this land which was so great and powerful land fertilewas depopulated..."

How is this different than the previous source? What does las Casas say Columbus and the other Spaniards were doing? What is his perspective on the Native Americans in Cuba?

3. These two quotes are both _____ sources but show very different perspectives. How should a historian decide what to do with these accounts? Is one more reliable than the other? Explain your point of view.

4. Now read the excerpt “The First Americans.” This is an excerpt from a history book. Is this a secondary or primary source? What does it say was the Native American experience of colonization? What were the major effects and consequences to Native Americans? What perspective or point of view do you think this piece has? Do you agree with this piece? Why or why not?

- (11) _____ Columbus says in his letter that the island of Española has ideal conditions raising crops and animals.
- (12) _____ Española is described as having good harbors, many rivers, spices, and good gold.
- (13) _____ The Indians killed many of the Spanish crewmen before surrendering their weapons.
- (14) _____ Columbus said that the Spanish might be able to convert the Indians to Christianity and use them to serve Spain.
- (15) _____ The Indians thought Columbus and his crew came from heaven.

D. On my reaching the Indies, I took by force, in the first island that I discovered, some of these natives, that they might learn our language and give me information in regard to what existed in those parts. . . . They are still with me, and from repeated conversations that I have had with them, I find that they still believe that I come from heaven. And they were the first to say this wherever I went, and the others ran from house to house and to the neighbouring villages, crying with a loud voice: "Come, come, and see the people from heaven!". . . I have not found in those islands any monsters, as many imagined; but, on the contrary, the whole race is very well-formed, nor are they black, as in Guinea, but their hair is flowing, for they do not dwell in that part where the force of the sun's rays is too powerful. It is true that the sun has very great power there, for the country is distant only twenty-six degrees from the equinoctial line. In the islands where there are high mountains, the cold this winter was very great. . . . As to savages, I did not hear of any, except at an island which lies the second in one's way in coming to the Indies [Dominica]. It is inhabited by a race which is regarded throughout these islands as extremely ferocious, and eaters of human flesh. . . . They are no worse formed than the rest, except that they are in the habit of wearing their hair long like women, and use bows and arrows made of reed with a small stick at the end, for want of iron, which they do not possess.

- (16) _____ Columbus believed he had reached the part of the world known as "the Indies."
- (17) _____ The islands were said to be located a great distance from the equator.
- (18) _____ The people who lived on the island of Dominica were "eaters of human flesh."
- (19) _____ The inhabitants of the islands used guns to hunt and wage war.
- (20) _____ The Indians worked the land with tools made of iron.

E. Finally, and speaking only of what has taken place in this voyage, which has been hasty, their Highnesses may see that I shall give them all the gold they require, if they will give me but a very little assistance; spices also, and cotton, as much as their Highnesses shall command to be shipped; and mastic [resin] hitherto found only in Greece, in the island of Chios, and which the Signoria sells at its own price, as much as their Highnesses shall command to be shipped; . . . slaves, as many of these idolaters as their Highnesses shall command to be shipped. I think also I have found rhubarb and cinnamon, and I shall find a thousand other valuable things by means of the men that I have left behind me. . . .

But our Redeemer hath granted this victory to our illustrious King

Analyzing Artifacts

For this activity you need to gather 4 to 5 “artifacts” these can be old coins, a tapestry, a piece of art, pottery etc. You should know something or make up something about the history of the pieces so that you can help students fill out the following chart. For example for a tapestry with a design on it- students could examine the design and pictures to understand something about the culture the piece came from.

Students should work in groups of 3 to 4 and have a choice in the artifact they want to work (I pulled group number of a hat).

What is an artifact?

Learning Activity

In this activity, each group will be given 1 *artifact*.

Each group will analyze the artifact.

The process you will follow (i.e. The questions you will answer), will be the same questions you will ask yourself every time you have to analyze an artifact.

Steps:

- *Your teacher will model the analysis for you*
- *Groups will complete an analysis of the object*
- **Each individual will fill in their own sheet** *on the basis of group discussion*
- *Class discussion of outcomes*
- *Student sheets need to be turned in to check presentation and content*



New Zealand artifacts, The National Library

(<https://www.natlib.govt.nz/images/sitestory/artifacts.jpg>)

Analysis of an artifact:

What is the artifact?	
What type of object is it (painting, tool, toy, clothing)?	
What color is it?	
What is its shape and size?	
What is it made of?	
How was it produced?	
The maker or designer of the artifact	
What knowledge or experience did the maker have?	
What was the occasion?	
When and where was it made?	
What events or conditions might have affected it over time?	
What is the purpose of the artifact?	
Why was the artifact made? Was it for a special event?	
Who would benefit or be harmed by the artifact?	
How was the artifact actually used?	
Audience	
Who were the intended users?	

Adapted from Artifact Analysis: Artifact Study. Smithsonian Center for Education and Teaching Studies. Retrieved 08/13/2007. <http://www.smithsonianeducation.org/idealabs/ap/index.htm>

SECTION 2: The Historical Record

Limits of the Historical Record

(Adapted from: *The Learning Page*. The Library of Congress. Last updated 09/26/2002 Retrieved 13/08/2007.
<http://lcweb2.loc.gov/learn/lessons/psources/mindwalk.html>)

The historical record is the huge number of clues left behind about the past (maps, published and unpublished records, artifacts etc)

How can the historical record be both huge and limited?

To find out about the limitations of the historical record, do the following activity:

1. Think about ("**mind walk**" through) all the activities you were involved in during the past 24 hours. List as many of these activities as you can remember.
2. For each activity on your list, write down what evidence, if any, your activities might have left behind. Space is provided on the next page for you to do this.

To help you think of traces that might be left behind, think about the following:

Historical Evidence in Your Daily Life

- Did you create any records of your activities (a diary, notes to yourself, a letter to a friend or relative, an e-mail message, an msn message)?
- Would traces of your activities appear in records someone else created (a friend's diary, notes, or calendar entry; a letter or e-mail from a friend or relative)?
- Would traces of your activities appear in school records? In the school or local newspaper?
- Would anyone be able to offer testimony (or oral history) about your activities (who and why)?

Other Types of Historical Evidence

Other aspects of the historical record are not records at all, but may still offer evidence about your lives. Traces you left behind in your daily activities might include:

- The trash you have thrown away;
- Material objects you use every day (coins, paper money, stamps, computers);
- Objects in the place you live (especially in your own bedroom); and
- Items in your locker at school.

My List

My Activity	Evidence left behind	
	Individual	Society
I wrote my homework in my agenda	What subjects you are doing in grade 8 at SAS in 2007/2008	The amount of homework given to grade 8 in 2007 in an overseas American school
I wrote a note about my friend Emma in my friend Lily's math book	You are not very nice to your friends	Teenage girls can be unpleasant to each other and isolate members of their group

Reflection

Review your entire list, and what you wrote about evidence your activities left behind.

Discussion:

1. Which of your daily activities were most likely to leave **trace evidence** behind?
2. What, if any, of that evidence might be preserved for the future? Why?
3. What might be left out of an historical record of your activities? Why?

Now write your own answers in your notebook.

A Public Event

Think about a more public event currently happening (a court case, election, public controversy, law being debated), and discuss these questions in your group:

1. What kinds of evidence might this event leave behind?
2. Who records information about this event?
3. For what purpose are different records of this event made?

Now write your own answers in your notebook.

Summary

Write one sentence that describes how the historical record can be huge and limited at the same time.

Challenge Questions:

1. If future archaeologists had the materials above, what could they infer or conclude about your life?
2. What might the materials tell archaeologists about your family, community, region, and/or nation?

SECTION 3: Analyzing Literature

Analyzing text

Anne Frank is one of a choice of three novels in the last unit, Human Rights. This is just an excerpt to teach expository writing to students and provide a glimpse of a future unit.

Excerpt from: Frank, Ann. The Diary of a Young Girl. New York : Bantom , 1993.

P. 207

Who has inflicted this upon us? Who has made us Jews different from all other people? Who has allowed us to suffer so terribly up till now? It is God that had made us as we are, but it will be God, too, who will raise us up again. If we bear all this suffering and if there are still Jews left, when it is over, then Jews, instead of being doomed, will be held up as an example. Who knows, it might even be our religion from which the world and all peoples learn good, and for that reason and that reason only do we have to suffer now. We can never become Netherlands, or just English, or representatives of any country for that matter, we will always remain Jews, but we want to, too.

Class discussion

Every time we analyze a piece of literature, we have to follow a process, just as we have to follow a process when we analyze historical sources. As we did earlier, we ask the same types of questions each time. These questions will fall under the following four categories:

- **Setting**
- **Point of view**
- **Tone (the atmosphere created by the text)**
- **Devices used by the author**
- **Bias**

Devices are a literary term used by writers to communicate their story. We will learn how to recognize them, how to analyze them, and apply them in our own writing.

TASK

Students should do this on their own and then discuss as a class- this could be a homework piece or students can be given time in class.

Answer the following questions in response to the journal extract.

You have to support your answers with evidence. When analyzing literature, evidence consists of words and/or phrases from the text that support your point of view.

Write your answers in the spaces provided. This will be the draft for the formal piece.

1. Where is the story set? What does this excerpt tell us about the author's environment?

Select or paraphrase words or phrases that support your answer.

2. Is the story set in the 1st or 3rd person. What does the extract tell us about the author?

Identify 2 or 3 key points.

3. What is the 'tone' of this extract? Identify one or two words that describe the 'tone' and explain why you chose them.

Writing task

After the class discussion on the questions and the piece students will begin to write a paragraph using quotes to back up their points. This is a very structured writing piece in order to prepare them for future assignments on their own. Be sure to go over the rubric with the students after their first rough draft. Rough drafts will need to be collected, edited and turned back in for a final draft. The final draft should have both the final and rough draft attached along with the rubric.

At this point students should begin to read Blood on The River- they should read chapters 1-3 for the start of section 4

Skills:

- paragraph writing
- choice and analysis of quotes as evidence within an expository paragraph

Using the information from the class discussion and your draft, complete your answers to the questions in paragraph format.

Your analysis should meet the following criteria:

Criterion B: Required skills

- A thesis or topic sentence
- 2 specific quote (a word or a phrase) to support your key point
- 2 explanations why that quote is important or significant and supports your key point

Criterion D: Organization and presentation

This piece requires:

- A topic sentence
- Clear supporting detail for the topic sentence
- Logical sequence of ideas
- A concluding sentence for each paragraph

Brainstorming



Create a mind map with your two quotes and reasons those quotes are important (how they can support your key points).

Use the template below to plan out your paragraph in **point form**.

Point form will help you note down your ideas before you expand on them in full sentences.

Paragraph

Introduce the thesis. (This is the topic sentence).

Choose a quote that helps you support your key point (You may also paraphrase)

Explain why this quote provides evidence to support your key point.

Choose a second quote that helps you support your key point (You may also paraphrase)

Explain why this quote provides evidence to support your key point.

Write a concluding sentence that ‘closes’ or ‘ties up’ the topic and leaves the reader thinking.

WRITING MODEL

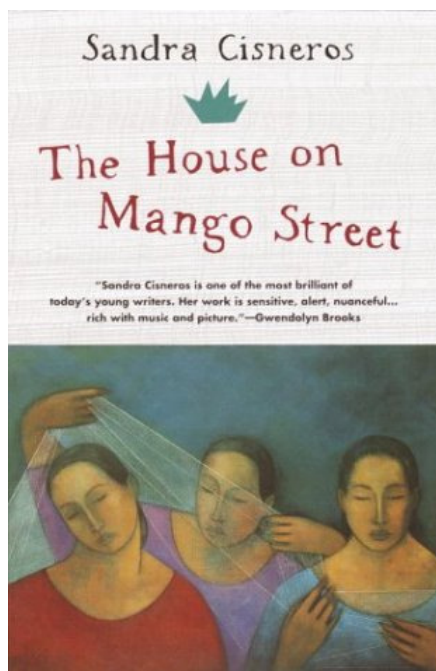
Have this up on the LCD projector and read it together.

We have given you a writing model based on a question about an excerpt from *House on Mango Street* by Sandra Cisneros. This is a story told from the perspective of a young girl named Esperanza. Read the excerpt and look carefully at the model answer after it.

EXCERPT

Cisneros, Sandra. House on Mango Street. New York : Vintage, 1984. p. 12

She says, I am the great great grand cousin of the queen of France. She lives upstairs, over there, next door to Joe the baby-grabber. Keep away from him, she says. He is full of danger. Benny and Blanca own the corner store. They're okay except don't lean on the candy counter. Two girls raggedy as rats live across the street. You don't want to know them. Edna is the lady who owns the building next to you. She used to own a building big as a whale, but her brother sold it. Their mother said, no, no, don't ever sell. I won't. And then she closed her eyes and he sold it. Alicia is stuck-up ever since she went to college. She used to like me but now she doesn't. Cathy who is queen of cats has cats and cats.....You want a friend, she says. Okay, I'll be your friend. But only till next Tuesday. That's when we move away. Got to. Then as she forgot I just moved in, she says the neighborhood is getting bad.



Source: Amazon. Retrieved August 19, 2007.

<http://images.amazon.com/images/P/0679734775.01.LZZZZZZZ.jpg>

As a class go through the model paragraph and highlight as you go the topic sentence (yellow), conclusion (yellow), quote one (pink), explanation of quote (green), and expansion of quote (blue) like they will do with their own paper.

MODEL

The writing model answers the same question 1 as the excerpt from *Anne Frank*. Look at the structure of the paragraph and the way the quotes are woven into the explanation. Look also at the way each quote is explained to support a key point.

This is not a perfect model. We will discuss the model in class and grade it according to the rubric. Let's see if we can identify what is missing. This will help you to understand how the rubric works.

Question

Where is the story set? What does this excerpt tell us about the author's environment?

Select or paraphrase words or phrases that support your answer.

Response

The setting of this narrative is a neighborhood which is poor but full of life. The poverty of the neighborhood is **demonstrated** through the description of Esperanza's neighbors. "Two girls raggedy as rats live across the street" In addition, the one girl who went to college now thinks she is better than everyone else. "Alicia is stuck-up ever since she went to college. She used to like me but now she doesn't." This **implies** that not many people in the area go to college, possibly due to lack of money. It could also show that Esperanza is possibly jealous of Alicia and would also want the opportunity to go to school. Esperanza also faces some danger in her neighborhood, a common problem in some poorer neighborhoods. Her neighbor Joe, who lives upstairs, is known to be a "baby-grabber." She is warned to, "Stay away from him...He is full of danger." As we learn about Esperanza's neighborhood from her descriptions, we also are given a glimpse into her life. Cathy who says she will only be her friend till next Tuesday describes the neighborhood as "getting bad." Cathy's move **suggests** that people are constantly moving in and out, perhaps to get to a better area which again demonstrates the potential poverty of the neighborhood. However, Esperanza's response also **shows us** that Esperanza is vulnerable and can be hurt by someone commenting about her neighborhood. When Cathy says, "That's when we move away. Got to", and Esperanza thinks, "Then as she forgot I just moved in, she says the neighborhood is getting bad" After all it might be a poor neighborhood but it is Esperanza's.

Go over this together as class and then have students do it on their own- the 6 Traits posters should be posted on the front white board

Six Traits: Organization

Whenever you start a piece of writing you should consider the Six Traits of Writing

The Six Traits are:

Ideas

Organization

Word Choice

Sentence Fluency

Voice

Conventions

Today we will focus on Organization (Criterion D on your rubric): Look at your rough draft of your setting paragraph and rate yourself on the following:

1. How does my paragraph begin? Do I have an introduction? Do I have a topic sentence? Write it here and highlight it in yellow on the paper.

2. Did I tell things in order? Does my paper make sense?

3. Does my paragraph end with a conclusion? Write it here and highlight it in yellow on the paper.

Now you will look at your required skills for this paper (Criterion B).

1. Does everything link to my message? Do I have at least 2 specific quotes (a word or a phrase) to support my key point? Write each quote you use here and highlight each quote in pink on your paper.

1.

2.

2. Do I explain why that quote is important or significant? Write your explanation here and highlight it green on your paper.

1.

2.

3. Did I expand on how it supports my key point? Write how you expanded and highlight in blue on your paper.

1.

2.

4. Did I use words like demonstrate, show, tell, implies in my paragraph? Circle those words and list them below.

Susannah's Version- Use this one please for my class- students need to fill out what they think before they hand it in

Expository Paragraph Writing
Grading Rubric

Criterion B: Skills					
Element	5 points	10 points	15 points	What You Think	What I Think
Key Point and Quotes	There is not a clear key point/topic sentence with two quotes	There is a key point with two quotes but they are not clear and do not fit the topic	There is a key points <u>supported</u> with two specific quotes (words or phrases) from the text that are excellent and fit the topic		
Explanation of Quote	Almost no explanation given.	Some explanation of the quote is given but not clear.	The significance of each quote is fully explained and adds to the meaning of the response		
Total					Out of 30

Criterion C: Organization

Element	5 points	10 points	15 points	What You Think	What I Think
Topic sentence	Topic sentence is unclear	Topic sentence is clear and relevant.	The first sentence (and/or the second) clearly outlines the topic of the paragraph. <u>It uses the key words</u> and grabs the reader's attention		
The Paragraph and Use of Linking Words	The paragraph wanders from the focus and there are no linking words.	The paragraph generally supports the topic and there are some linking words.	Everything in the paragraph <u>supports</u> the topic sentence. The paragraph clearly focuses on the topic, the purpose, and the audience. Linking words are used and add to the meaning of the response.		
Concluding sentence	Concluding sentence may be there but it is not clear.	The concluding sentence is clearly present.	The final sentence clearly ends the piece. It demonstrates sophisticated thinking and leaves the reader with something to think about.		
Total					Out of 45

Fay's Version
Expository Paragraph Writing
Grading Rubric

POINTS

Criterion B: Skills			
Element	1	2	3
Giving Examples	Almost no examples used.	Some examples used that support the topic sentence.	All key points <u>supported</u> with specific quotes (words or phrases) from the text. The significance of each one is fully explained and adds to the meaning of the response
Relevance	Most examples are not relevant	Examples used are generally relevant	Every example is an excellent fit to the topic.

Criterion C: Organization			
Element	1	2	3
Topic sentence	Topic sentence is unclear	Topic sentence is clear and relevant.	The first sentence (and/or the second) clearly outlines the topic of the paragraph. <u>It uses the key words</u> and grabs the reader's attention
The Paragraph	The paragraph wanders from the focus.	The paragraph generally supports the topic	Everything in the paragraph <u>supports</u> the topic sentence. The paragraph clearly focuses on the topic, the purpose, and the audience.
Concluding sentence	Concluding sentence may be there but it is not clear.	The concluding sentence is clearly present.	The final sentence clearly ends the piece. It demonstrates sophisticated thinking and leaves the reader with something to think about.

POINTS	<15	16 – 17	18 – 20
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Section 4/5:
Novel Study: Blood on the River and Historical Background:
Colonization

Show the video: The Era of Colonization- Chapters Introduction to the Proprietary Colonies- Review answers together as a class (45 min total)

The Era of Colonization Video Questions

Video Source: United States History Origin to 2000- The Era of Colonization, Vol. 2 Schlessinger Media, 2003.

1. Colonization of the North and South American coasts was first done by:
2. What were some of the resources that North America had that made European countries want to colonize it? What country after Spain set up colonies in North America?
3. What was some of the effects of colonization on Native Americans?
4. When did England start to colonize the “New World”?
5. What did colonists suffer from at Jamestown? How did they survive?
6. What did the colonists at Jamestown discover they could grow? How did this change things for the colonists? How did it change things for the Native Americans?
7. “Gold, gospel and glory “represented the _____ for why colonists moved to America.
8. A pilgrim is a person who:
9. Puritans were a religious group who wanted to create a new society based on what types of principals?
10. Why could no one live alone in Puritan society?
11. How were women viewed in Puritan society? What were her roles?
12. How were children treated?
13. What did Puritans think about other Christians?
14. Who was Anne Hutchinson? What did she do and what happened to her?

15. As more colonists came, what happened to Native American's land? What started to increase between Colonists and Native Americans?
16. The Indian Wars was happening at the same time as a _____ in England.
17. What were Proprietary colonies?
18. How were the Quakers different than the Puritans? What did they believe in?

Blood on the River: Chapter Questions 1-3

Questions and activities adapted from Guide created by Jan Jones

<http://www.elisacarbhone.com/educators/BloodRiverStudyGuide.html>

Students should post their answers to chapter questions on their blogs- the resources for this unit are provided however feel free to expand or add to them, including more historical background and information.

Chapter One

Discussion:

1. Discuss the prophecy that begins the chapter. What is a prophecy? Do you think the prophecy will turn out to be accurate?
2. Why is the locket so important to the boy?
3. What is the setting of the novel?

Chapter Two

Discussion:

1. Each chapter opens with a quotation from a primary source. Discuss the value of primary sources in learning about history. Discuss the fact that journals are written from the perspective of individuals. How might another person write something different about the same event? Do you think journals and diaries are important for people to keep today?
2. In this chapter Reverend Hunt speaks about making decisions based on love, not on anger. Anger is a problem for Samuel. He is angry “with the world.” What do you know about him so far that would explain why he is so angry? Can someone so angry follow Reverend Hunt’s message to “make decisions based on love when there is no one left to love?” (p. 7)

Chapter Three

Discussion:

1. On page 17, Samuel reveals his philosophy: “Trust no one.” What circumstances led him to have that philosophy? Why would that philosophy be important in the poorhouse, on the streets, or in an orphanage? What kind of tone does this set for the start of the novel?
2. Reread the last paragraph on page 18. How do you think “power” can be more damaging than fists? Give one example of how this is true to your life.

In Class Activity- Historical Connection: **If not enough time do as homework**

The Settlement at Jamestown

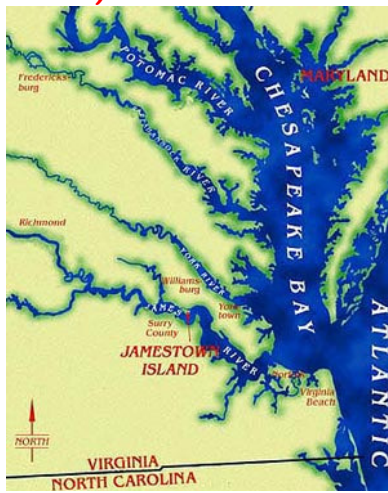


http://www.williamsburgprivatetours.com/images/jamestown_fort.jpg

Go to the website <http://www.apva.org/history/index.html>

1) Make a Who, What, Where, When, Why chart or web for the settlement at Jamestown.

- Who financed it? ***The Virginia Company of London financed the settlement.***
- What was Jamestown? ***It became the first permanent English settlement in North America.***
- Where did they build the settlement? ***A narrow peninsula by the James River. It was chosen because it could be easily defended from attack by sea, the water was deep enough for ships to dock, and the settlers thought there was a good water supply.***
- When? ***May of 1607***
- Why? ***As an economic venture for the Virginia Company of London. The colonists were to find silver and gold, find new resources to send back to England, locate a water route to the Orient, open new markets for trade, and convert the natives to Christianity***



Blood on the River: Chapter Questions 4-9

Chapters Four and Five

- 1) Look at the quote at the beginning of Chapter Five- what does this show about the views that some English hold about Native Americans?
- 2) The boys hear the sailors telling stories about the Indians they expect to encounter in the New World. How does this affect the boys' point of view or bias towards Native Americans?
- 3) Now look at the quote by Captain Newport, "We are not Spanish barbarians. We will not slaughter these people.....unless they attack first" (p 32). How is this different than the first quote? Why do you think Captain Newport says this?

Chapter Six

1. The story of the whale is used by John Smith as a metaphor concerning Master Wingfield. Should there be "bigger fish" in the sea of people?
2. How do the students feel about discriminating between "lower born" and "higher class" people? Should people be treated as equal to one another? Do students think that distinctions like "lower born" and "higher class" still exist in our society today?

Chapters Seven and Eight

Journal Response:

1. A major theme in the novel is presented on page 58 when Captain Smith says, "Don't let your anger get the best of you, Samuel. . . . Learn to channel it, and it will become your strength rather than your weakness." How have you experienced this in your own life? Write a response about a time when you were angry about something but instead reacting, channeled your anger to help you overcome a situation. (200 words)

In class activity:

- 1) Create a character web of Samuel that describes his characteristics and shows the changes in him from the beginning of the book to chapter 10.

Chapter Nine

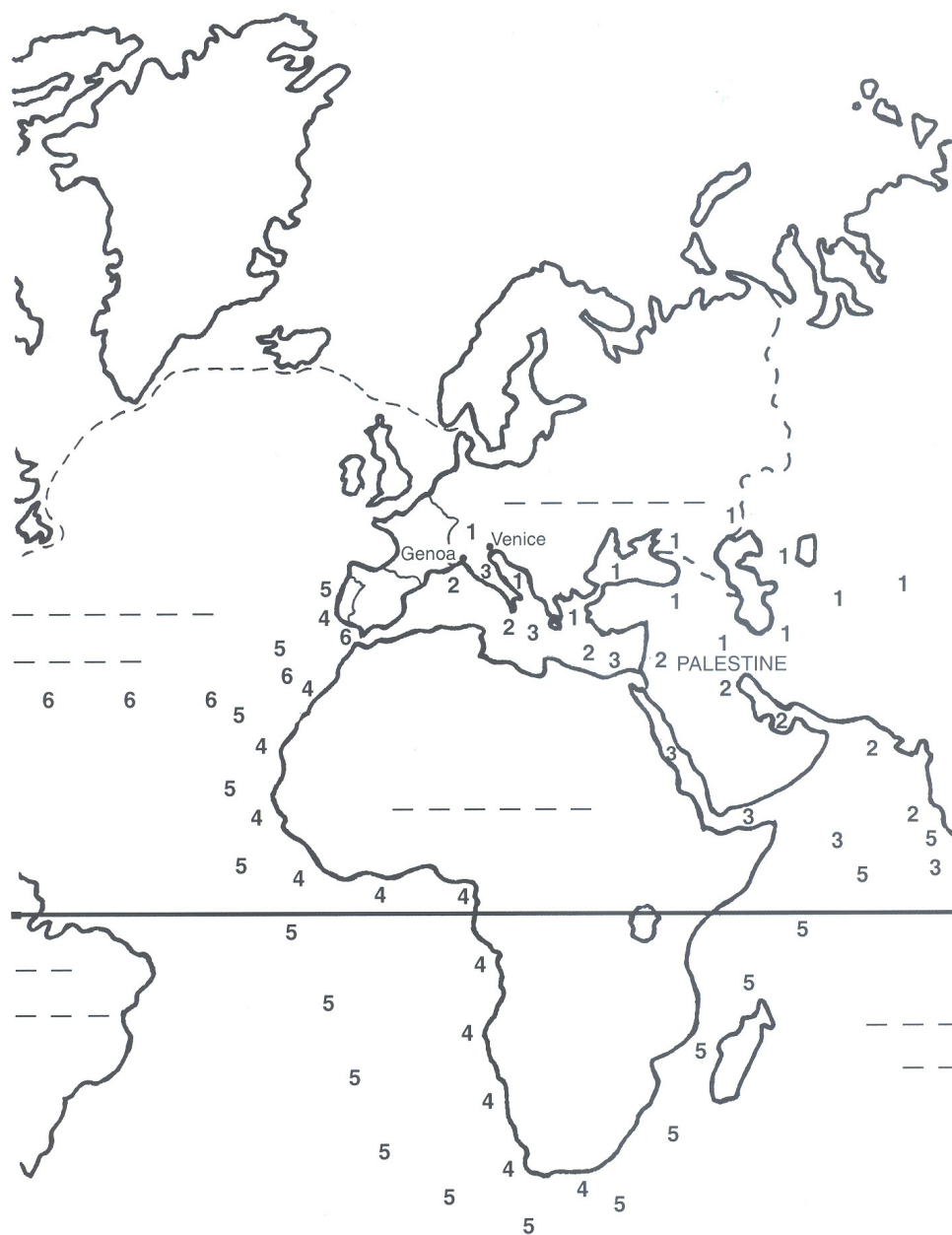
Discussion:

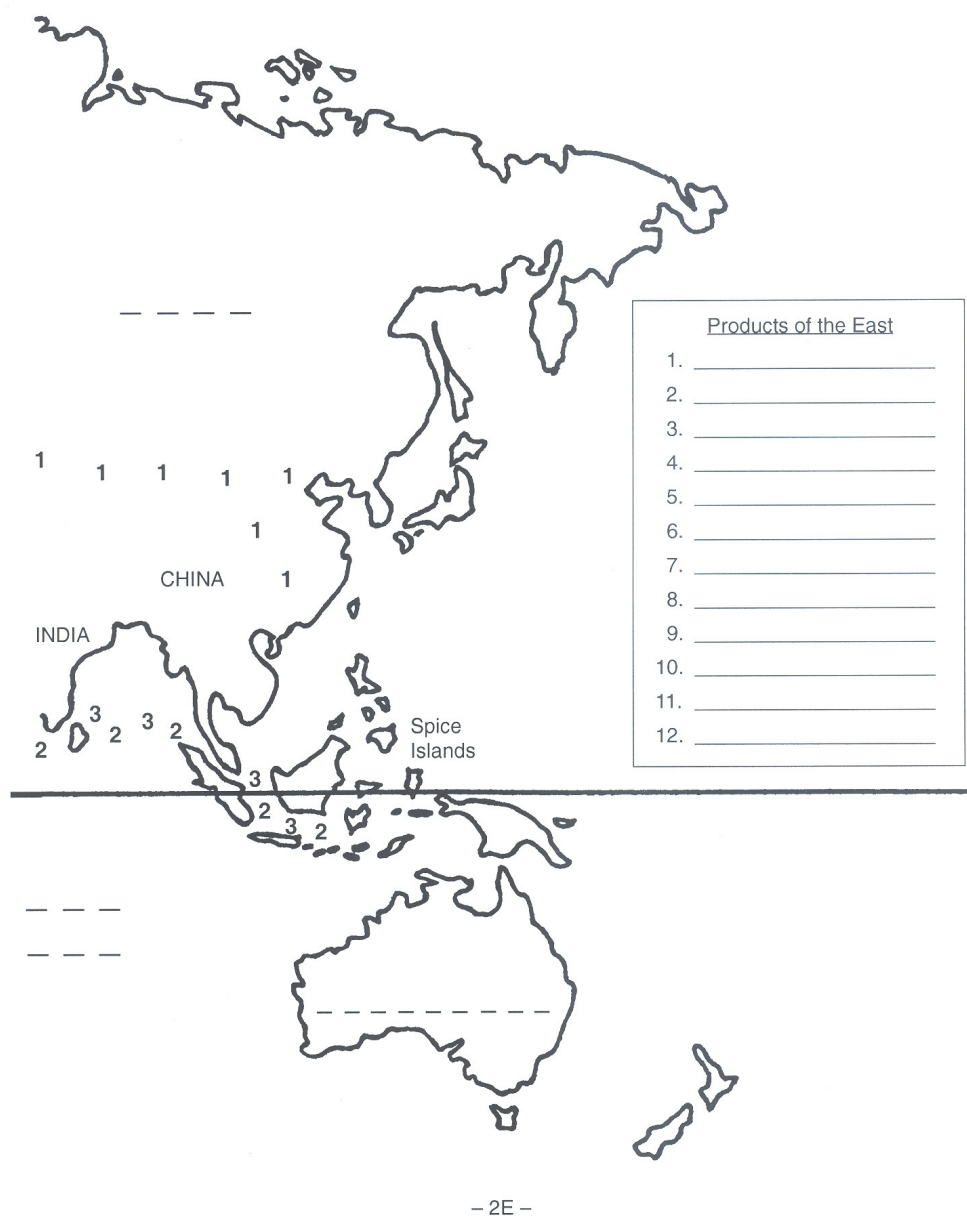
1. On pages 71 and 72, the colonists trade glass beads and copper for food. Discuss how different people's perspective—their worldview, shaped by their upbringing, culture, etc.—affects the value of different things to them. How does where we come from and who we are affect the value we place on things and/or people and relationships?

Map Activities: Europe Trades with the East

There are copies of the map in the resource materials- you might need to re-copy these for students even though they have them in their packets.







MAP EXERCISE: EUROPE TRADES WITH THE EAST

- (1) On the world map, label the six continents listed below. Print the names of the continents in large capital letters in the spaces provided on the map.

NORTH AMERICA
SOUTH AMERICA

AFRICA
AUSTRALIA

EUROPE
ASIA

- (2) Print the names of these oceans in the appropriate spaces on the map:

Atlantic Ocean

Indian Ocean

Pacific Ocean

- (3) More than 20,000 years ago, Indians migrated from Asia to North America and South America. By the time Columbus arrived in the New World, there were about 1 million Indians living in North America where the United States and Canada are now located. Another 15 to 20 million Indians lived between Mexico and the southern tip of South America.

On the map:

- (a) Write 1 million Indians in the box inside of North America.
(b) Write 15-20 million Indians in the box next to Central America and South America.

- (4) The Vikings were the first white men to reach the New World. The Vikings lived in northern Europe in what is today Denmark, Norway, and Sweden. About the year 1000, Vikings commanded by Leif Ericson sailed across the North Atlantic and landed along the New England coast. Little attention was given to the voyage, and it was soon forgotten.

On the map:

- (a) Draw a solid line over the dotted line which shows the route of the Vikings from northern Europe to New England.
(b) Along the line that you have drawn, print Leif Ericson: 1000.
(c) Label Iceland and Greenland.

- (5) Crusades were military expeditions sent by the Pope to capture the Holy Land from the Muslim Turks. The empire of the Turks included Palestine, the land where Christ was born. The Turks terrorized Christians making pilgrimages to the Holy Land. Several crusades between 1096 and 1272 failed to win control of the Holy Land, but they had important results for the people of Western Europe. Europeans learned how to build better ships and draw better maps, skills which later contributed to the success of New World explorers. Crusaders who returned to Europe talked about the products of the East. Europeans wanted these new and different goods, and soon trade routes were established.

On the map:

- (a) Next to PALESTINE, print Crusades: 1096-1272.
(b) Label the Mediterranean Sea, which many crusaders crossed on their way to Palestine (the Holy Land).

- (6) Europe's interest in the East was further aroused by the publication of a book called *The Travels of Marco Polo*. Marco Polo, his father, and his uncle had traveled from Venice to China, then known as Cathay. They lived for many years at the court of Kublai Khan, the ruler of Cathay. After returning to Venice, Marco Polo wrote a fascinating story about his travels and the riches of the East. His book increased Europe's desire to trade with the East.

On the map:

- (a) In parentheses underneath CHINA, print CATHAY.
(b) Next to CHINA, print Marco Polo and Kublai Khan.

- (7) Three trade routes were used to bring products of the East back to Europe. The Northern Route, Central Route, and Southern Route all led to the Italian cities of Venice and Genoa. Merchants from these two cities gained a monopoly over trade with the East. Ships and camel caravans carried eastern goods to Venice and Genoa. The Italian merchants would then mark up the prices of the products and sell them throughout Europe. Venice and Genoa grew rich from their monopoly over trade with the East.

On the map:

- (a) Trace the Northern Route from China to Venice by drawing a line which connects all of the number 1's. Next to the line, print Northern Route.
- (b) Trace the Central Route by drawing a line that connects all of the number 2's. Next to the line, print Central Route.
- (c) Trace the Southern Route by connecting the number 3's. Label the Southern Route.
- (d) In the box which has the heading Products of the East, list the goods below that were carried by land and by sea to Venice and Genoa:

- | | | |
|-------------|------------------|---------------------|
| 1. pepper | 5. ginger | 9. rugs |
| 2. cinnamon | 6. healing drugs | 10. cloth |
| 3. cloves | 7. dyes | 11. perfume |
| 4. nutmeg | 8. silk | 12. precious stones |

- (8) Portugal, Spain, France, and England grew jealous of the huge profits being made by the Italian merchants. Since Venice and Genoa controlled the trade routes through the Mediterranean Sea, another way to India, China, and the Spice Islands had to be found. Prince Henry, the son of the king of Portugal, started a school to train sea captains. He sent Portuguese ships down the west coast of Africa in search of a route around the continent to India and China. Eventually, Bartolomeu Dias reached the southern tip of Africa, where he discovered the Cape of Good Hope and Indian Ocean. The king of Portugal gave the cape its name in the hope that a sea route to India had been found. Vasco da Gama, another Portuguese explorer, later sailed around the cape and continued on to India.

On the map:

- (a) Label PORTUGAL, SPAIN, FRANCE, and ENGLAND.
- (b) Print Prince Henry "the Navigator" next to PORTUGAL.
- (c) Trace the route of Bartolomeu Dias from Portugal to the southern coast of Africa by connecting the number 4's. At the southern end of Africa, print Dias: Cape of Good Hope, 1488.
- (d) Trace the route of Vasco da Gama from Portugal to India by connecting the 5's. Next to INDIA, print da Gama: INDIA, 1498.
- (e) Circle INDIA and the Spice Islands.

- (9) Portugal grew rich from its trade route around Africa to Asia. But some people began to think that a shorter route to Asia could be found by sailing west across the Atlantic Ocean. One of these people was Christopher Columbus. With ships and sailors provided by King Ferdinand and Queen Isabella of Spain, Columbus started across the ocean. Ten weeks later, he landed at San Salvador island in the West Indies. He thought he had reached islands off the coast of Asia. What he never lived to realize was that he had discovered the New World. Later, explorers from Spain, France, and England searched for a way through or around North America and South America. They hoped to find a route which would lead them to the riches of the East.

On the map:

- (a) Next to Spain, print Ferdinand and Isabella.
- (b) Trace the route of Christopher Columbus from Spain to the West Indies by connecting the number 6's. Along the route, print Columbus: West Indies, 1492.
- (c) Print NEW WORLD in large letters next to North America and South America.

This is an activity that could be taken out if there is not enough time. See what the team wants to do if it is not co-curricular it can still be done in Humanities. This first page is just for discussion- read the bubbles and talk about how you know something is true- how does bias influence people's perception on event in the past

INTERPRETING EVIDENCE

Mysteries of the Past and Present

Crop circles first appeared in the fields of southern England in the mid-1970s. ... The crops are flattened, the stalks bent but not broken...As the crop circle phenomenon gained momentum, formations have also been reported in Australia, South Africa, China, Russia, and many other countries, frequently in close proximity to ancient sacred sites...Still, each year more than 100 formations appear in the fields of southern England.

A scientist says he may have found remains of the lost city of Atlantis... "Plato wrote of an island of five stades (925m) diameter that was surrounded by several circular structures - concentric rings ... We have in the photos concentric rings just as Plato described," Dr Kuehne told BBC News Online

On a sunny day 58 years ago, five Navy planes took off from their base in Florida on a routine training mission, known as Flight 19. Neither the planes nor the crew were ever seen again...The Bermuda Triangle is an area roughly bounded by Miami, Bermuda, and Puerto Rico...in the last century, numerous ships and planes have simply vanished without a trace...

An expedition has discovered the final resting place of the ship at the heart of one of the world's most puzzling and enduring mysteries, the Mary Celeste...A group headed byfilm producer John Davis said it had discovered the ghost ship's remains lying on the Rochelais reef, off the coast of Haiti. The ship was found sailing off the Azores in 1872 with no-one aboard. The captain, his wife and two-year-old daughter were inexplicably missing.

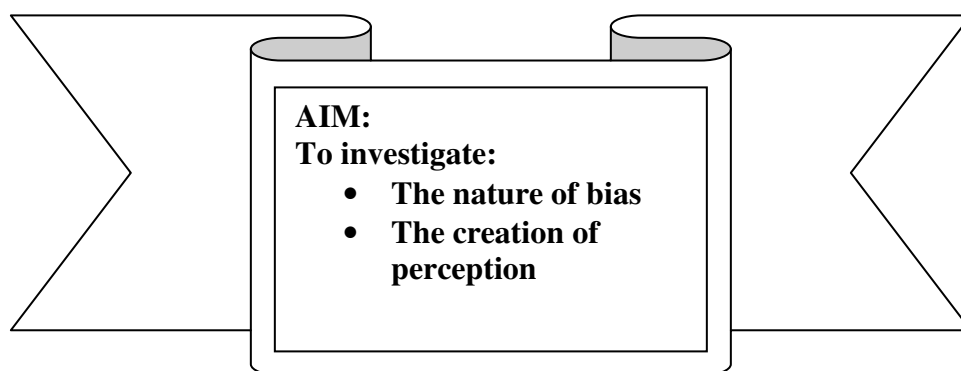
Sources

<http://news.bbc.co.uk/2/hi/americas/1482337.stm>

http://news.nationalgeographic.com/news/2002/12/1205_021205_bermudatriangle.html

<http://news.bbc.co.uk/2/hi/science/nature/3766863.stm>

http://news.nationalgeographic.com/news/2002/08/0801_020801_cropcircles.html



Case Study 1: America – Found and Lost

A cross-curricular exploration

Source: <http://ngm.nationalgeographic.com/ngm/0705/feature1/>

Read the article *America: Found and Lost* (class sets)

Activity 1

The table below identifies a modified form of the Cornell note-taking method. Use it to identify the key points in the article

Key topics and dates	Your notes <i>Outline of important facts about the key words and the dates – use point form</i>

Key topics and dates	Your notes <i>Outline of important facts about the key words and the dates – use point form</i>
<u>REVIEW</u> <i>(Sum up the key points you've learned)</i>	

Activity 2

Identify 1 impact of human settlement on the Chesapeake area. Use the information in the article to write a paragraph that explains what the impact is and how it was created.

Activity 3

Connect this article with human impact on the environment in our area here at school.

Areas of investigation

- Impact of the golf course on ecology (loss of biodiversity, creation of monocultures, fertilizer use, water use)
- Impact of people on the river that runs through the village
- Impact of the school on the village community (buses, pollution and the village

Using the data you have collected, create a group report on the following topic:

How has human activity impacted on our environment?

Report format

Blood on the River: Chapter Questions 10-13

Chapters Ten and Eleven

1. Why do you think the Indians attacked the colonists at this time? Are the colonists invading the Powhatans' land? What effect did the Indians' raid have on the colonists? Create a Cause and Effect chart for the Indians' attack.

Chapter Twelve

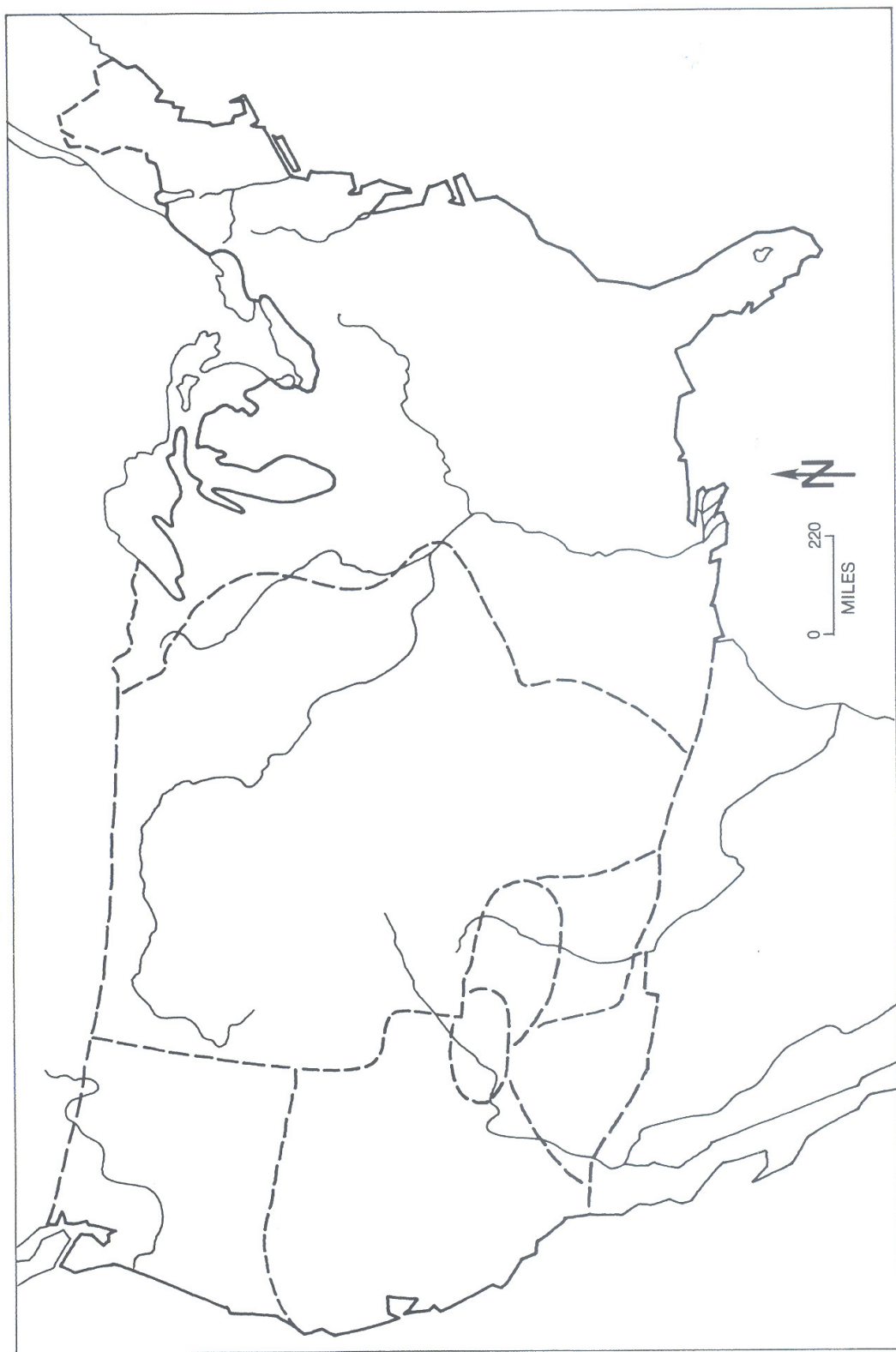
1. Captain Smith recommends that Samuel learn the Algonquian language. He explains that, "I want you to learn these words. They will be better protection than any weapon." (p. 89) Explain how it is that words for communication can be better protection than weapons.
2. Reverend Hunt continues to implore Samuel to use his heart in making decisions. On page 96, he advises Samuel that if he makes a choice out of love, then it will be the right choice. What is the choice that Samuel has to make? How can his decision be made out of love?
3. What would you do in Samuel's predicament?

Chapter Thirteen

1. **It turns out that not all of the Powhatan Indian tribes were involved in the large-scale attack that occurred in chapter ten. Some of the tribes were friendly to the colonists, and others were hostile. Why do you think some Native Americans be friendly? Why would some be hostile? Which side would you choose as a Native American, why?**

Activities:

1. Early American Indians and Their Culture



1. Early American Indians and Their Culture

1. Color the bodies of water blue and label the following:

Atlantic Ocean	Gulf of Mexico	Gulf of California
Pacific Ocean	Lake Superior	Lake Michigan
Lake Huron	Lake Ontario	Lake Erie
Lake Champlain	Puget Sound	Chesapeake Bay

2. With a blue colored pencil, trace the following rivers and label them on the map:

Ohio	Mississippi	Susquehanna	Mohawk
Hudson	Columbia	Colorado	Missouri
Rio Grande	St. Lawrence		

3. There were eight major American Indian cultures in the United States in 1650.

- Along the eastern coast were the Woodsmen of the Eastern Woodlands. On your map, color this area yellow.
- The next large group west of the Mississippi River was the Hunters of the Plains. On your map, color this area pink.
- Along the northwestern coast were the Northern Fishermen. On your map, color this area green.
- South of the Northern Fishermen were the Seed Gatherers. Color this area orange on your map.
- The smallest American Indian culture group in 1650 was the Navaho Shepherds. Color this small area red.
- South of the Seed Gatherers and the Navaho Shepherds in an elongated area that extends along the Rio Grande were the Desert Dwellers. Color this area purple on your map.
- North of the Desert Dwellers is another section of the Seed Gatherers. Color this area orange, too.
- Bordering the Desert Dwellers, the small area of Seed Gatherers, and the Hunters of the Plains were the Pueblo Farmers. Color this area gray.

4. The following is a partial list of American Indian tribes that lived in these eight major American Indian culture areas. On the line, write the name of the culture area to which each tribe belonged.

Chinook _____	Pomo _____
Shoshone _____	Apache _____
Hopi _____	Iroquois _____
Cherokee _____	Powhatan _____

Blood on the River: Chapter Questions 14-17

Chapter Fourteen

1. Discuss attributes that make John Smith a good leader. Discuss his negative characteristics as well. List two other “leaders” you know and write two good/bad attributes for each.

2) Buildings at Jamestown:

What does the information below tell about the natural resources that could be found at Jamestown? What do the types of dwellings tell you about their society and values?

“Daub and wattle are building materials used in constructing houses. A woven latticework of wooden stakes called wattles is daubed with a mixture of mud and clay, animal dung and straw to create a structure. It is normally whitewashed to increase its resistance to rain. Examples of buildings which use wattle and daub can still be found in many parts of the world. In half-timbered buildings, the wattle and daub is contained between wooden beams. This usually gives the building a black and white appearance when the daub is whitewashed, or black and brown if it is not.”



Exposed wattles



From:

Wikipedia, *The Free Encyclopedia*, “Wattle and daub,” http://en.wikipedia.org/wiki/wattle_and_daub (accessed February 26, 2006).

“Inside the triangular wooden palisade of James Fort, wattle-and-daub structures topped with thatched roofs depict dwellings and a church, guardhouse, storehouse and governor’s house during the period 1610–1614.”

From:

Jamestown Settlement and Yorktown Victory Center, "James Fort,"

<http://www.historyisfun.org/jamestown/jamestownfort.cfm> (accessed February 26, 2006).

Chapters Fifteen and Sixteen

1. At the end of chapter fifteen, Samuel can no longer contain his anger. Do you think Samuel was right or wrong to throw the rock at Master Archer? How did you feel when he hurled the rock?

Chapter Seventeen

Discussion:

1. In this chapter the boys meet Pocahontas. Many of the students have probably seen movies about Pocahontas before. Make a list of characteristics of the historical Pocahontas, as depicted in this chapter, taken from the original records: How old is she? What is her real name? How does she wear her hair? What clothing does she wear? What is her relationship to Captain Smith? How does this compare to the fictional Pocahontas of the movies?

Blood on the River: Chapter Questions 18-20

Chapter Eighteen

1. Samuel is shocked to discover that Captain Smith's brush with death at the hands of the Powhatans was actually just a dramatic ritual. In the Author's Note, the author explains that historians still debate about whether or not Pocahontas saved Captain Smith's life, or if the event happened at all (pages 229–230). What is the difference between a historical myth and a historical fact? Can you think of other examples of myths in American history? What does this example demonstrate about history's ability to change based on newly discovered knowledge?
2. The Powhatans look at Captain Smith as being one of them now. This has caused Chief Powhatan to take care of the colonists because he considers them one of his tribes. Samuel believes this is a good thing but is worried about what the gentlemen will think if they find out that Chief Powhatan is treating them as one of his tribes. Why is Samuel concerned about this?

Chapter Nineteen

Discussion:

1. What do you think of the decree, "He that will not work shall not eat"? What if this was the law in our classroom?
2. Two women arrive in the colony. What year is this? Discuss the pros and cons of having women in the colony.

3. Excited that Namontack now speaks English, Reverend Hunt begins to teach him about Christianity. Namontack then shares information about his faith. Make a Venn diagram comparing the two faiths.

Chapter Twenty

1. Do you think King James was honoring Powhatan by making him a prince, or was he trying to gain power over him?
2. Which place would you rather live, in Namontack's village or James Town? Discuss the positives and negatives of each.
3. How has Samuel changed his mind about how he feels about the natives? Why has he changed? How have the natives treated him?

Blood on the River: Chapter Questions 21-23

Chapter Twenty-One

1. Reverend Hunt has another conversation with Samuel about making right decisions. Do you believe it is true that you will always know the right decision when you choose from love? Give examples of how this may or may not be true.

Chapter Twenty-Two

1. Life in the Warraskoyack village is very different from life in James Town, and yet in some ways they are similar. Compare and contrast the different parts of each culture (for example: government, economics, recreation, specialization (jobs), customs, religion, etc.)

Chapter Twenty-Three

1. On p. 189, Samuel understands what Captain Smith meant by "power is like weights in a balance, and when someone gains power someone else loses power." Ask the students for examples of this in their lives—in their friendships, in the world, etc.
2. After reading chapter 23, return to Chief Powhatan's words, as quoted at the top of page 186. Discuss the elements of this rich quotation, i.e., taking by force what "you may quickly have by love," destroying people who provide you with food, wronging your friends, etc.

Blood on the River: Chapter Questions 24-27

Chapter Twenty-Four

1. When Captain Smith leaves, Samuel recalls another lesson he learned from Reverend Hunt: "When I lose someone, I should not close my heart to everyone, but should find someone else to fill the empty place." Ask the students if they have ever lost a pet or someone close to them. Could Reverend Hunt's words help?

In Class Writing Activity (20 min total)

Choose one of the following persuasive writing exercises:

Students should just practice free writing here, discuss at end and turn in for completion grade

- Pretend you are Chief Powhatan. Write a paragraph persuading John Smith to abandon James Town and take the colonists back to England.
- Pretend you are John Smith. Write a paragraph persuading Chief Powhatan to help the colonists survive while you are away seeking medical attention in England.

Chapter Twenty-Six through the Afterword

1. When the new settlers arrived, what did some of them do to the Indians? How did this cause problems for the whole colony over the next several months? What could the colonists have done differently that might have saved them from the “Starving Time”?

This activity will need to be developed by the team. Come up with three questions/prompts that students could write an essay on. They could be given the three before the class and then only allowed to write during class or the questions could be a surprise. A rubric should also be developed.

Culminating Activity: In Class Essay



You will respond one of three questions in an in-class essay. In your response you need to include:

- A thesis with key points
- Quotes to back up their key points
- A conclusion

Your essay should be written in paragraph form and should be approximately 350-450 words. Your teacher will give you the three prompts and a rubric for this assignment.

Map Activities 2:

4. Colonization in North America



4. Colonization in North America

1. With a blue colored pencil, color the bodies of water shown on this map. Label the following neatly on your map:

Great Lakes	Atlantic Ocean	Gulf of Mexico
Caribbean Sea	Pacific Ocean	

2. Trace the following rivers with blue and label them on the map:

Mississippi	St. Lawrence	Colorado	Rio Grande
-------------	--------------	----------	------------

3. Label the following islands shown on your map:

Cuba	Jamaica	Newfoundland
Española	Bahamas	

4. With a yellow pencil, color the Spanish Empire in North America. Locate and label the following colonies on the map:

St. Augustine	Santa Fe	Mexico City
---------------	----------	-------------

5. The area of New Sweden was found along Delaware Bay. Color this small area purple.

6. The area of New Netherland was found along the Hudson River. Color this area orange on your map.

7. With a brown pencil, color the French Empire in North America as of 1700.

- a. In the western part of North America, two nations claimed the same land in many places. The nations with overlapping claims were

_____ and _____.

- b. Locate and label the following colonies on your map:

Montreal	Quebec
----------	--------

8. Color the area of English colonization with a green colored pencil.

- a. England took over land colonized by which two nations?

- b. Locate and label the following colonies on your map:

Jamestown	Plymouth	Boston
-----------	----------	--------

I have included this map here, although you can choose when to have students complete it. Like the vocab quiz there needs to be a map quiz of North and Central America by the end of the unit- I would not wait till the end to do it, but you and the team should decide when. The Quiz is included in this teachers' packet- you will need to print and photocopy it. A study review is in their packet- please review that Puerto Rico is a territory of the US

Map Activities 3:

6. Thirteen Colonies



6. Thirteen Colonies

1. Color these water areas blue and label them on your map:

Atlantic Ocean Delaware Bay Chesapeake Bay Long Island Sound

2. Locate and label on your map the following:

Cape Hatteras Cape Cod Cape Fear

3. Label the 13 English colonies on your map.

4. In Massachusetts, locate these colonial sites with a red dot. Label each location.

Plymouth Salem Boston

5. Locate these colonial sites in Virginia with a red dot. Label them on the map.

Jamestown Williamsburg

6. Use a red dot to locate these other colonial sites on your map. Label each location.

Providence Hartford New Haven Charlestown
Portsmouth Philadelphia Savannah (Charleston)

7. Which of the original 13 colonies was the last to be settled? _____

8. With a green colored pencil, color the New England colonies.

New Hampshire Massachusetts Rhode Island Connecticut

9. With a purple colored pencil, color the Middle colonies.

New York Pennsylvania New Jersey Delaware

10. With an orange colored pencil, color the Southern colonies.

Virginia Maryland North Carolina South Carolina Georgia

11. Many colonial claims extended beyond the borders shown on your map. Choose any two colonies and show the land they claimed west of their borders. Do this by drawing a black line to show the border they claimed.

12. What country claimed the lands west of the colonies shown on your map?

_____ Color this area brown.

13. What country claimed the land south of Georgia? _____
Color this area yellow.

Map Quiz: North and Central America

Part One: Label the following on the map below

Bodies of Water: Great Lakes, Caribbean Sea, Pacific Ocean, Atlantic Ocean, Gulf of Mexico, Chesapeake Bay

Rivers: Mississippi, Colorado, St. Lawrence, Rio Grande

Countries AND their Capitals: Haiti, Dominican Republic, Belize, Canada, El Salvador, The United States, Costa Rica, Mexico, Guatemala, Honduras, Panama, Nicaragua, Cuba, Bahamas, Jamaica , Puerto Rico*



Part Two: Label the following on the map below:

The Roanoke Settlement
The Jamestown Settlement
The 13 Colonies

6. Thirteen Colonies



Case Study 2

You will need to read the book Roanoke: The Abandoned Colony by Karen Kupperman (this has been ordered and should be here at the beginning of the year) in order to understand the background of the story and help students come up with their own theories

Part One:

- A. Start with You Tube Trailer (it is on the Grade 8 Humanities wiki <http://Shumanitiessaspudong.wikispaces.com/Theme+1+-+Evidence>) to the movie about Roanoke.**
- B. Look at the picture at the beginning of Roanoke section in packet**
 - *This is an unsolved mystery, there are no answers but you have to try to come up with what you think happened***
 - *Look at picture of the island , it is not big something very mysterious happened there- everyone disappeared***
- C. Go over AIMS of unit**

Part Two:

There are other civilizations and settlements that have disappeared. Can anyone name any?

- A. Show Power Point on Lost Civilizations- see wiki**
 - B. Read excerpt in packet "First Settlement" out loud, they should just listen**
- Review Cornell note-taking- show example on the board. Then they need to take notes as I read again**

You are about to learn about a mystery that remains unsolved to this day. Your task is to develop a hypothesis as to what really happened.

Your understanding will be assessed through the completion of an expository response of 300 – 500 words.

AIMS

To practice:

- Organizing information
- Analyzing evidence
- Creating an hypothesis
- Team work



Source: Thomas Hariot, *Briefe and True Account of the New Found Land of Virginia*

Retrieved 08/16/2007, www.lib.unc.edu/.../25/lost-colony-still-lost/

THE LOST COLONY OF ROANOKE

Step 1 – A Listening Comprehension Activity

Your teacher will read to you the story of the lost colony of Roanoke. Use the space provided on the next page to write down the basic facts you hear about Roanoke. As a class, we are interested in the mystery of the second settlement of Roanoke. However, we need to look at the whole story of Roanoke to get a better picture of what might have happened.

VOCABULARY STUDY

You will define the words in bold from this excerpt and the two sources you read later. After taking notes on this section find your vocab section in your packet and define the words for this section.

First Settlement

Adapted from Drye, W. *America's Lost Colony: Can New Dig Solve Mystery?* March 2, 2004. Retrieved August 15, 2007. http://news.nationalgeographic.com/news/2004/03/0302_040302_lostcolony_2.html

The story of the first English colony in North America has been fascinating historians for a long time. The story began on a summer day in 1584 when co-captain Arthur Barlowe and a few dozen other Englishmen stood at the railing of their ship and **peered** anxiously across the water at a strange new world.

Barlowe was part of an **expedition** sent by Sir Walter Raleigh, an English **courtier**, to find a place for a colony. Roanoke Island, protected from the Atlantic Ocean by the slender sand dunes that came to be known as the Outer Banks, seemed a likely spot. The soil, Barlowe said, was "the most plentiful ... and fruitful of all the world." Based on Barlowe's report and backed by Queen Elizabeth, Raleigh sent an all-male colony of more than a hundred settlers to Roanoke Island in July 1585. For a while things went well. Among the colonists was an artist, John White, who made detailed maps and drawings of the Indians and his new surroundings.

Problems soon **befell** the Englishmen. The Indians, angered by the harsh tactics of the colony commander, Sir Ralph Lane, became hostile. Supply ships from England didn't arrive, and food became scarce.

Sir Francis Drake, on his way home from the West Indies, arrived at Roanoke Island in the summer of 1586. The discouraged colonists opted to return to England with Drake. When Lane's supply ships arrived shortly after Drake's departure, the crews found only a **deserted** settlement. Sir Richard Grenville, commander of the supply fleet, left behind 15 men to hold the island and sailed back to England.

The tiny English **garrison** left by Grenville met serious trouble. The Indians decided they'd had enough of the foreigners and attacked the settlement. The outnumbered Englishmen scrambled into their boat and fled. They were never seen again.

Second Attempt

A second colony of about 115 English settlers—including women and children—landed on Roanoke Island in August 1587. They found only the **charred ruins** of the village. It was an **ominous** welcome. But the colonists decided to rebuild and make a new start.

John White, the artist who had returned as governor of the second colony, went back to England to gather more supplies. He intended to return to Roanoke Island right away, but war between England and Spain delayed him. When White finally reached Roanoke Island in August 1590, he discovered that something had gone terribly wrong on the sweet-smelling island of fruitful soil. The colony was gone.

The only clue left was the **cryptic** (mysterious, implying a hidden meaning) word "Croatoan" carved on a tree. The word could have been a reference to a tribe of friendly Indians who lived south of Roanoke Island.



English courtier, navigator, and historian Sir Walter Raleigh (above) sponsored the first English colonists in North America. *Illustration courtesy National Park Service*

TAKING NOTES

(We are using an adapted version of the Cornell system)

Key topics and dates	Outline of important facts about the key words and the dates
<p><u>Timeline of events</u></p> <p>1584</p>	
<p><u>Main characters</u></p> <p><u>Settlement 1</u></p> <p>Arthur Barlowe</p> <p>Sir Walter Raleigh</p> <p>:</p> <p><u>Settlement 2</u></p>	

Questions for Discussion

- Why don't we know what happened?
- How can we find out?

Part Three:

- a. Review notes as a class**
- b. Show KWL set up on board, each do as an individual in notebook**
- c. Divide into academic groups (you need to choose these- try to get groups that have a range of academic ability) and assign roles for project-review first- talk about essential agreements. Students will work in groups for research but each student will write their own research paper**

Step 2

Below are 2 sources that will help you to explore the story of Roanoke further. Your teacher will divide you into groups. Complete the following tasks:

1. KWL (what do you know? What do you want to find out? What will you do with the information?)
2. Choose a timekeeper, a leader, and a scout. You will take turns taking notes. *As a group you will need to decide which of the roles each of you will have. You will have this role for the entire unit. Make sure that you decide who will do what by **CONSENSUS** (this means that **EVERYONE** agrees to the decision).*

Leader:

- This person must be organized and able to direct others calmly
- Ensures that everybody understands *what to do* and *how to do it*.
- Repeats or paraphrases what someone is saying (“So, what you are saying is...”).
- Seeks information and opinions from **ALL** members of the group.
- Pulls together **ALL** of the ideas of the group so they can be presented focused on the task at hand.

Timekeeper:

- Monitors the time and keeps the group moving at a pace that allows all work to get down in the time allowed.

Reporter

- Reports the group’s progress (the key points the group has found and whether or not they completed the task) to either the class or the teacher

Scout: (if four people, if three same person as Timekeeper)

- Seeks clarification or additional information from other groups, or from the teacher

Everyone is responsible for providing support to other members of the group, so that they are encouraged to participate and that they feel valued by the group.

Name your group:

Leader	
Timekeeper	
Reporter	
Scout	

Decide how the group will operate by creating 3 essential agreements. For example:

- What will you do if one person dominates the discussion?
- What will you do if someone 'puts down' another person's idea?

ESSENTIAL AGREEMENTS	
1	
2	
3	



<http://www.jigsawpuzzle.com/picts/teamworkpuzzles.jpg>

YOUR TASK

The group task is to collect information in point form from the resources provided. Use the following headings:

- Timeline of events
- Main characters (if any)
- Possible theories

Although you all have to read each source and take notes, as a group you should compare and compile (put together) your information.

Remember to underline your headings and to use bullet points to identify each new point. We will continue to follow the Cornell system of note-taking. Look at the example on the next page and use that as a guide.

Final Instruction

As a group, you need to begin by reading both sources individually. This will be done in silence. Once you have all read it, you can discuss and begin taking notes.



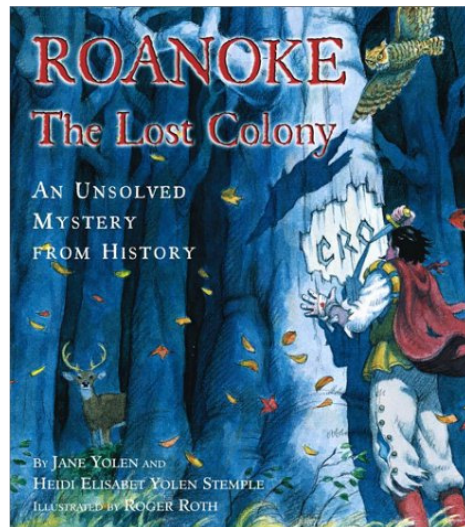
<http://www.greatcartoons.com/M243.gif>

TAKING NOTES

(We are using an adapted version of the Cornell system)

Key topics and dates	Outline of important facts about the key words and the dates
<u>Timeline of events</u>	
Main characters	
Theories	

Use the above grid as a guide to creating notes in your binder. Decide how you want to split the task. Perhaps 2 people would like to take notes on the same key topic. You could then compare and see whether you have missed anything out.



<http://images.amazon.com/images/P/0689823215.01.LZZZZZZZ.jpg>

SOURCES

Source 1

Adapted from Hause, Eric. *Packet*. Retrieved September 2002.
<http://www.coastalguide.com/packet/lostcolony01.htm>

Vocab Study: Make sure to add to your vocab list the words from the next two sections.

Part Four:

A. After reading through the sources students need to complete vocab.

B. See the vocab list on the wiki for total list and definitions- students should be assigned a few words in pairs and create index cards with definition that they will then present to class. Please post the words to create a word wall with the words and definitions. Tell them their index cards need to be neat and easy to read

C. There needs to be a vocab quiz given sometime during the unit- you can decide the best timing. The vocab quiz is also on the wiki. It should be entered under Knowledge in the grading strands.

The image is one of the most haunting in American **folklore**: Eleanor Dare cradling her infant daughter as they struggle through a vast wilderness, seemingly forgotten by her father who brought them to an unfamiliar land, then left them to **fend** for themselves.

In the four centuries since their disappearance, Eleanor and Virginia Dare have become true American heroines, players in an unsolved mystery that still challenges historians and archaeologists as one of America's oldest. In 1587, over 100 men, women and children journeyed from Britain to Roanoke Island on North Carolina's coast and established the first English settlement in America. Within three years, they had vanished with scarcely a trace. England's initial attempt at colonization of the New World was a disaster, and one of America's most enduring legends was born.

The lie of the land of modern Roanoke Island appears much as it did at the time of the colonists' arrival. The low, narrow island lies between the **treacherous** Outer Banks and the mainland. Roanoke is characterized by thick marshlands and stands of live oaks **teeming** with wildlife.

In 1584, explorers Philip Amadas and Arthur Barlowe were the first to set eyes on the island. They had been sent to the area by Sir Walter Raleigh with the mission of scouting the broad **sounds** and **estuaries** in search of an ideal location for settlement. Amadas and Barlowe wrote glowing reports of Roanoke Island, and when they returned to England a year later with two Natives, Manteo and Wanchese, all of Britain was abuzz with talk of the New World's wonders.

Queen Elizabeth herself was impressed, and she granted Raleigh a patent to all the lands he could occupy. She named the new land "Virginia", in honor of the Virgin Queen, and the next year, Raleigh sent a party of 100 soldiers, craftsmen and scholars to Roanoke Island.

Under the direction of Ralph Lane, the **garrison** was doomed from the beginning. They arrived too late in the season for planting, and supplies were **dwindling** rapidly. To make matters worse,

Lane, a military captain, **alienated** the neighboring Roanoke Indians, and ultimately sealed his own fate by murdering their chief, Wingina over a stolen cup.

By 1586, when Sir Francis Drake stopped at Roanoke after a plundering expedition, Lane and his men had had enough. They abandoned the settlement and left behind a fort, the remains of which can still be seen at Fort Raleigh National Historic Site today. Ironically, a supply ship from England arrived at Roanoke less than a week later. Finding the island deserted, the leader left behind 15 of his men to hold the fort and returned to England for reinforcements.

Raleigh was angry with Lane but not **deterred** from his mission. He recruited 117 men, women and children for a more permanent settlement, and appointed John White governor of the new "Cittie of Raleigh". Among the colonists were White's pregnant daughter, Eleanor Dare, his son-in-law Annanias Dare, and the Indian chief Manteo, who had become an ally during his stay in Britain.

Raleigh had since decided that the Chesapeake Bay area was a better site for settlement, and he hired Simon Fernandes, a Portuguese pilot familiar with the area, to transport the colonists there. Fernandes, however, was by trade a privateer in the escalating war between Spain and England. By the time the caravan arrived at Roanoke Island in July, 1587, to check on the 15 men left behind a year earlier, he had grown impatient with White and anxious to resume the hunt for Spanish shipping. He ordered the colonists ashore on Roanoke Island.

The colonists soon learned that Indians had murdered the 15 men and were uneasy at the **prospect** of remaining on Roanoke Island. But Fernandes left them no choice. They unloaded their belonging and supplies and repaired Lane's fort. On August 18, 1587, Eleanor Dare gave birth to a daughter she named Virginia, the first English child born on American soil. Ten days later, Fernandes departed for England, taking along an anxious John White, who hesitantly decided to return to England for supplies. It was the last time he would ever see his family.

Upon his arrival in Britain, White found himself trapped by the **impending** invasion of the Spanish Armada. Finally, two years after the stunning defeat of the Armada, he again departed for Roanoke Island. He arrived on August 18, 1590--his grand daughter's third birthday--and found the "*Cittie of Raleigh*" deserted, plundered, and surrounded "*with a high pallisado of great trees, with cortynes and flankers, very fort-like*". On one of the palisades, he found the single word "CROATOAN" carved into the surface, and the letters "CRO" carved into a nearby tree.

White knew the carvings were "*to signifie the place, where I should find the planters seated, according to a secret token agreed upon betweene them and me at my last departure from them...for at my coming away, they were prepared to remove 50 miles into the maine*". He had also instructed the colonists that, should they be forced to leave the island under **duress**, they should carve a Maltese cross above their destination. White found no such sign, and he had every hope that he would locate the colony and his family at Croatoan, the home of Chief Manteo's people south of Roanoke on present-day Hatteras Island.

Before he could make further exploration, however, a great hurricane arose, damaging his ships and forcing him back to England. Despite repeated attempts, he was never again able to raise the funding and resources to make the trip to America again. Raleigh had given up hope of settlement, and White died many years later on one of Raleigh's estates, ignorant as to the fate of his family and the colony.

The 117 pioneers of Roanoke Island had vanished into the great wilderness.

In the following years, evidence as to their fate was slow to emerge, but some **intriguing** accounts exist. In 1709, English explorer John Lawson visited Roanoke Island and spent some time among the Hatteras Indians, descendants of the Croatoan tribe. In *A New Voyage to Carolina*, he wrote "that several of their ancestors were white people and could talk in a book as we do, the truth of

which is confirmed by gray eyes being found infrequently among these Indians and no others."

In the 1880s, with the approach of the Roanoke Colony's 300th anniversary, a North Carolina man named Hamilton MacMillan proposed a theory. MacMillan lived in Robeson County in southeastern North Carolina near a settlement of Pembroke Indians, many of whom claimed that their ancestors came from "Roanoke in Virginia".

According to MacMillan, the Pembrokes spoke pure Anglo-Saxon English and bore the last names of many of the lost colonists. Furthermore, "Roanoke in Virginia" was how Raleigh referred to Roanoke Island. The Pembrokes also had European features: fair eyes, light hair, and an Anglo bone structure. MacMillan's findings, published in 1888 pamphlet, gained a great deal of attention from the academic community and renewed interest in the lost colony.

Other less **plausible** theories and some outright trickery surfaced in the mid-1900s. A series of mysterious rocks first uncovered in 1937 in eastern North Carolina seemed to solve the mystery. The original stone, dubbed the Eleanor Dare Stone, was found in a swamp 60 miles west of Roanoke Island by a traveler. It was covered with strange carvings, which, when deciphered, appeared to be a message from Eleanor Dare to her father, indicating that the colony had fled Roanoke Island after Indian attack.

Over the next three years, nearly 40 similar stones were unearthed from North Carolina to Georgia, and when pieced together, related a fantastic tale of the colonists' overland journey through the southeast, culminating (ending) in the death of Eleanor Dare in 1599. Although the academic world was skeptical, the media had a field day and were forced to eat their words in 1940 when an investigative reporter exposed the entire **saga** as an elaborate **hoax**.

In the past 40 years, scholars have discovered previously unknown records in the Spanish and British archives that may point the way toward a logical, if not provable, solution. Many historians now believe that after White's departure from Roanoke in 1587, the colony split into two factions, and the largest segment of the colony departed for the Chesapeake Bay, their original destination. Lane had explored the Bay area in 1585, and the colonists probably had maps made by White himself.

When John Smith and the Jamestown colonists arrived in 1607, Smith took up the search for the colonists and discovered that they probably had been in the area. In his dealings with the hostile Indian chief Powhatan, he learned that the colonists had lived among the friendly Chesapeake Indians on the south side of the Bay. Threatened by the intrusion of white men into the region, Powhatan claimed to have attacked the colonists and murdered most of them. As proof of his claim, he showed Smith *"a musket barrell and a brass mortar, and certain pieces of iron that had been theirs."*

By 1612, the Jamestown leaders had received numerous reports that at least some of the Roanoke colonists were living nearby. They sent out several search parties, but had no success, and soon gave up the search.

What became of the remainder of the colonists left on Roanoke Island? Scholars **speculate** that they were left behind to meet White upon his return from England, but soon fled to Croatoan, leaving the mysterious carvings behind as a signal to White. Spanish archives reveal that they were gone by June, 1588, when a raiding party put in at Roanoke Island only to find the settlement deserted. Scholars assume that they were then **assimilated** into the Croatoan tribe.

Today, the north end of Roanoke Island is regularly visited by historians and archaeologists hoping to uncover new evidence as to the fate of the colony. So far, none has been forthcoming. The post and the tree bearing the carvings have long since vanished, although many of the live oaks in the National Historic Site were seedlings during that time. No archaeological clues as to the

whereabouts of the *Cittie of Raleigh* have ever been uncovered ...

Source 2

Adapted from Karen Ordahl Kupperman. (1984). *Roanoke: The Abandoned Colony*. Rowman & Littlefield Publishers Inc. Maryland.

White revealed that he and the colonists had agreed they would carve on trees or doorposts the name of the place where they had moved so that, when he came with supplies, he would be able to find them ... they were to carve a Maltese cross over the name if they left in distress, and there was no cross!

As they approached the village site, White saw that all the houses had been **dismantled**, possibly so that at least some parts of them could be transported to the settlers' new home. A strong palisade (fence) had been erected around the site where the houses had been. On one of the entrance posts was carved CROATOAN, again without any distress signal. Inside the enclosure, they found scattered about several of the large guns left with the colonists and some bars of iron and pigs of lead, which would have been too heavy to carry; but all the smaller ordnance (weapons) was gone. There were other signs that the colonists had made an orderly departure: some sailors independently found they had buried chest in a trench, which the Indians had later dug up and left to spoil. This was the colonists' attempt to make good on their promise to White to look after his possessions, but everything was ruined. He wrote of "my books torn from the covers...maps rotten and spoiled....and my armor almost eaten through with rust". White considered that the colonists had kept their promise, however, and he was glad that they were safe at CROATOAN, "which is the place where ... the Savages of the Island (are) our friends".

Storms prevented the ships from going to Croatoan to look for the colonists. White returned to England. For 10 years, the English did not look for them. No European ever saw them again.

Reports of the lost colonists

- Settlers of Jamestown (the first successful English colony, founded on Chesapeake Bay in 1607) heard stories of Europeans living with the Indians.
- Captain John Smith reported in his book about Virginia that Indians had told him of people like the Jamestown settlers. He believed they were the lost colonists.

- George Percy of Jamestown, reported that he had seen a young Indian boy of about ten whose hair was “a perfect yellow” and with a “**reasonable** white skin, which is a Miracle amongst all Savages.”
- William Strachey (secretary of the Jamestown colony), wrote a History of Travel into Virginia Britannica (1612). He reported that the Roanoke colonists had gone from the Outer Banks to Chesapeake Bay. They had lived with the Chesapeake tribe for 20 years. Powhatan, the chief of the territory within which Jamestown lay, ordered the tribe to be **slaughtered**, and so the colonists were caught up in that fight. He did this because his priests told him that a rival to him would appear from the Chesapeake. Strachey claimed that four men, two boys, and a young girl had escaped and were living to the south with Indians who had stone houses of more than 1 storey, a style taught them by the English.
- John Smith’s friend, Samuel Purchas, said in 1625 that Powhatan himself had confessed to Smith his part in the settlers’ killings and had shown him “divers utensils of theirs.” (a variety of objects that belonged to them)



An Indian werowance, or chief, by John White. © The Trustees of the British Museum

http://www.ncmuseumofhistory.org/wgo/press_06142007.html

Vocabulary List

Use the space below to list the words that are in ‘bold’ from the First Settlement and Sources 1 and 2.

Word List One: First Settlement

1. peered
2. courtier
3. befell
4. expedition
5. deserted
6. garrison
7. charred ruins
8. ominous
9. cryptic

Word List Two: Source One

1. Folklore
2. Fend
3. Treacherous
4. Teeming
5. Sound

6. Estuary
7. Dwindling
8. Alienate
9. Deter
10. Prospect
11. Impending
12. Duress
13. Intriguing
14. Plausible
15. Hoax
16. Saga
17. Speculate
18. Assimilate

Word List Three: Source 3

1. Dismantled
2. Reasonable
3. Slaughtered

Step 3 – Further research (your teacher will set the time frame for this)

Part Five:

Students need to do research in their groups trying to find out other information on the fate of the Lost Colony. Book the library so you can give them one class period to research. Each student should find a different source to use and take Cornell notes on their source.

Part Six: Library (this can be done at the same time as Part Four, an intro with Patricia and then research time over a two day cycle)

Arrange with Patricia the library to do a review of MLA format- this should be about a half an hour to an hour lesson- you can do it in two parts as well. Make sure students fill out the resource log as they go. If you need more information on citing sources look on the wiki.

You now have some understanding of the story. However we cannot rely on just one or two sources.

Why not? (After the class discussion, write your response in the space below.)

Looking for more information

Use the following sources to gather more information on the topic. You need to develop your own theory and you cannot do this without further reading. Each of the sources below will provide you with more information on theories. Read each one within your group. Each person in your group needs to research and take notes on a different source. You will have time to then get together in your groups and discuss what you have found.

Websites are posted on the Grade 8 Humanities page on Edline

Need to add one more websites that are good

Website 1

<http://www.nc-outerbanks.com/colony.html>

Website 2

<http://library.thinkquest.org/3826/>

(When the website opens, ask Sparky to take you to 'Mysteries and Theories')

Website 3

<http://ncmuseumofhistory.org/workshops/legends/LClegends.html>

Website 4

<http://usparks.about.com/cs/parkhistory/a/virginiadare.htm>

More note-taking

Take notes on the theories as you read the information. Make sure to summarize and analyze the theory under the following headings:

SOURCE:	(Write the name of the source here)
Key words and dates	Outline facts about the key words and dates
Theory 1: Summary Evidence (what evidence does the author provide?) Problems (Is it 'good' evidence or are there problems with it? For example, maybe there is no evidence?)	
	(In your binder, follow the same outline for the next theory. Continue working through the theories.)

Researching on your own

If you have the time and you want more information about theories, you could 'Google' key terms. For example, possible 'key strings' could be:

- John Smith diary
- Roanoke map

Choose your own headings. Add to your notes. Follow the system we have set up. Make sure to also fill out the recourse log as you go. When your group shares the information they found fill in the sources they used.

Show the following model on the LCD– it is not included in the student booklet

MODEL FOR YOUR NOTE-TAKING

This is what your notes on the websites should look like.

Below is an example from 1 of the theories.

SOURCE:	The Lost colony of Roanoke http://library.thinkquest.org/3826/
Key words and dates	Outline
Theory 1: Summary	<ul style="list-style-type: none"> • colonists left and joined Chesapians. • 1607 – Jamestown set up • Powhatan (leader of Algonquian tribes) didn't like so many whites coming in • Attacks and kills Chesapians – Roanoke settlers die too • Powhatan knew the Roanoke colonists were there
Evidence (what evidence does the author provide?)	No evidence given for any of this
Problems (Is it 'good' evidence or are there problems with it? For example, maybe there is no evidence?)	<p>Main problem is there is no evidence.</p> <ol style="list-style-type: none"> 1. How do we know Powhatan didn't like Jamestown? 2. How do we know the Roanoke colonists joined the Chesapians? 3. How do we know that Powhatan's tribe attacked? 4. How do we know that Powhatan knew that the Roanoke colonists were there?

So, now you've finished taking notes on all the theories you've found in the 2 websites you were given. Perhaps you have found more theories in other websites. Here is what you should have done so far:

1. Split up the most likely theories amongst the group members.
2. Each person needs to track down specific evidence.
3. If you cannot find any answers to the questions you had in 'Problems', then abandon that theory and discuss with your group what new path you should take.

See the next page for what this should look like.

The Powhatan Killer Theory

This is following up on the theory from the previous page. My thoughts are listed along the way (since it's a good idea to think about the information as you read it!). They are underlined and put into italics.

Using Google: I first used the key words "powhatan kills roanoke colonists"

NEW SOURCE	Mary Trotter Kion, 'Powhatan and the Roanoke Settlers' http://americanhistory.suite101.com/article.cfm/powhatanandroanoke
Evidence	<ul style="list-style-type: none"> - Kion is a historian - repeats the story above - says that the same rumor appeared in England, carried from the colonies <p><i><u>BUT she has only found a rumor, which is not really 'hard' evidence</u></i></p>

NEW SOURCE	North Carolina Museum of History http://ncmuseumofhistory.org/workshops/legends/LClegends.html
New Evidence	<ul style="list-style-type: none"> - according to stories passed down - 1607: Jamestown colonists sent expeditions -searching for Roanoke colonists. - Powhatan, (powerful Indian leader -Chesapeake Bay region), tells Captain John Smith that he killed Roanoke colonists, who had been living with the Chesapeake Indians. - reports suggest some English survived this attack and were living with other tribes - last search parties (1609–1612) learn no more – believe all colonists dead.
Problems with Evidence	<ul style="list-style-type: none"> - No firsthand evidence exists - No eyewitness accounts survive. - reports about survivors do not prove that P. killed them <p><i><u>BUT since they're never heard of again, someone probably killed them</u></i></p>

I needed new key words to put into Google. I tried "john smith powhatan roanoke colonists" and I found the source below:

NEW SOURCE	J. Bertrand – seems to be a guy who likes history – but not necessarily a historian - had some interesting points http://www.jmarkbertrand.com/2006/04/lost-colony-lost-no-more.htm
Possible Evidence	<ul style="list-style-type: none"> - has the same information but it has 1 new line ➤ "John Smith's letter to James I about Powhatan's 'confession.'"

This is as if you are a student researching your theory and coming up with information:

Well that was interesting. So I put new words into Google. I tried "john smith james 1 powhatan roanoke colonists". But I did not find the letter. I did, however, find 'The Teachers' Heritage Handbook' which mentioned the same story and had quotes from Jamestown colonists about what they had been told. Maybe you will find it too

So does this theory go anywhere? Well, it might lead to actual evidence. Or I might conclude that the story exists only as a rumor and there is no 'hard' evidence of it. I would continue investigating for a set amount of time (maybe 1 hour). What will *you* find?

Students should be filling this out as they go- they will need to photocopy this page and turn it in with their final paper

Research Log

You may not need to (or be able to) fill in all of the blanks for each resource. It will depend on what type of source you are using (book, encyclopedia, web-site, etc.). For example, a book does not have a URL address. REMEMBER: You need at least three internet sources, you can also use books as sources- You need 4 sources total.

Resource #1:

Title/Name of resource: _____
 Author(s) name (last, first): _____
 Title of article: _____
 City of Publication: _____ Publisher: _____
 Date of Publication: _____ Page numbers used: _____
 URL: http:// _____

Resource #2:

Title/Name of resource: _____
 Author(s) name (last, first): _____
 Title of article: _____
 City of Publication: _____ Publisher: _____
 Date of Publication: _____ Page numbers used: _____
 URL: http:// _____

Resource #3:

Title/Name of resource: _____
 Author(s) name (last, first): _____
 Title of article: _____
 City of Publication: _____ Publisher: _____
 Date of Publication: _____ Page numbers used: _____
 URL: http:// _____

Resource #4:

Title/Name of resource: _____
 Author(s) name (last, first): _____
 Title of article: _____
 City of Publication: _____ Publisher: _____
 Date of Publication: _____ Page numbers used: _____
 URL: http:// _____

Brainstorming:

Now that you have compiled (gathered) information on the Lost Colony of Roanoke, what are your thoughts about what might have happened to them?

Free write for 5-10 minutes. Then get together in your groups and compare your brainstorms and your Cornell notes. Fill out the Compiling Group Research worksheet below:

Compiling Group Research

Part One: Now that you have compiled new information you need to share it with your group. The first step is to copy all your groups' notes so everyone has access to the information. Have each person present their new information, while the rest of the group fills in the charts below (notice how this is still the Cornell Method). You should fill out three charts (if four in your group, two if three in your group). Everyone in the group needs to fill out these worksheets individually.

Name of Source One: _____

Group Member:

Key Words

Information

Summary of Theory:

Evidence:

a.

b.

c.

d.

e.

Limitations or problems with source:

Name of Source One: _____

Group Member:

Key Words

Information

Summary of Theory:

Evidence:

a.

b.

c.

d.

e.

Limitations or problems with source:

Name of Source One: _____

Group Member:

Key Words

Information

Summary of Theory:**Evidence:****a.****b.****c.****d.****e.****Limitations or problems with source:**

Part Two: Now look at the new evidence you have on the Lost Colony of Roanoke. Go through each source and highlight the evidence that you will use in your paper. Write down the pieces of evidence here and the source you got it from. You should also go back to Source 1 and 2 and add information from there.

The Final Step

You now have enough information to construct your own theory. Your final task is to write an essay on what you think happened to the second settlement on Roanoke Island. You can discuss your ideas and evidence within in your group but each person writes their own essay.

1. Read the following pages. They will explain the essay question, essay format and the rubric for the essay.
2. Fill in the sheet that explains the supporting detail for your theory. This is also your planning sheet for your essay.

For homework:

- Review all your notes
- Construct your own theory.

It is okay to base your theory on someone else's. However, you must be able to identify clear evidence to support your own theory.

Time frame for class

- 15 minutes group discussion of your theory
- 10 minutes – teacher to explain the planning sheet and review structure of an expository essay
- 10 minutes filling in the planning sheet- essay sheet
- 10 minutes to share your plan with a peer
- 30 minutes – Begin writing your draft in class.

EXTENDED RESPONSE

What happened to the colonists in the 2nd settlement on Roanoke?

OBJECTIVES

To develop:

- a personal point of view and how to support that point of view
- an understanding of the meaning of evidence
- the skill of evaluating or critiquing evidence

Grading Criteria

Your analysis should meet the following criteria:

Criterion B: Required skills

- Choose at least 1 specific piece of evidence or example (a word or a phrase) to support each point that you make
- Explain why each piece of evidence is important or significant to your theory

Criterion D: Organization and presentation

This piece requires:

- Correct paragraph structure
- An introduction that introduces your theory and at least 2 key points that support your theory
- Each body paragraph will fully explain 1 of the key points
- Logical sequence of ideas
- A conclusion
- A bibliography using the citation format that you learned earlier in class.

Look carefully at the grading rubric on the following page. This is your guide to help you brainstorm and fill in the planning sheet for the essay.

I have included the rubric at this point so you can review it with students before they begin to write their essays.

Roanoke Essay Grading Rubric

Criterion B: Skills					
Element	5	10	15	What you Think	What I Think
Quotes	Quotes are from one source or not reliable and not relevant.	Quotes are from a variety of sources but are not always relevant.	All key points <u>supported</u> with specific examples/quotes, relevant to the focus of the question. The quotes or examples are from a variety of reliable source.		
Explanation of Quotes	There is little explanation of the quotes.	There is an explanation of the quotes but it is not clear and does not add to the piece.	Each piece of evidence is explained in depth for its importance or significance to the theory. The significance of each one is fully explained and adds to the meaning of the response.		
<u>Total</u>					<u>/30</u>

Criterion C: Organization					
Element	5	10	15	What You Think	What I Think
Introduction	A general introduction is present but does not directly answer the question	Introduction present and the point of view is referred to	Introduction clearly states your point of view and outlines at least 1 or 2 excellent reasons (therefore introducing the key points). It directly answers the question and grabs your attention.		
Topic sentence	Topic sentence is unclear	Topic sentence is clear and relevant to the focus question.	The first sentence (and/or the second) of each paragraph is excellent, and outlines the theme of the piece. It grabs the reader's attention		
The Paragraph	Paragraphs often wander from the focus of the question.	Paragraphs generally support the topic sentence and the focus of the question	Each paragraph discusses a clear and relevant topic and has an excellent topic sentence. They clearly focus on the topic, the purpose, and the audience.		
Concluding sentence	Concluding sentence may be there but it is not clear.	The concluding sentence is clearly present but does not link to the next paragraph.	A final sentence clearly ends each paragraph and links to the next paragraph.		
Conclusion	A vague conclusion is present	A general conclusion clearly present	The final paragraph (conclusion) brings the argument to an end, demonstrates sophisticated thinking and leaves the reader with something to think about.		
Sources	Sources are incorrectly listed within the paragraph and at the end.	Sources are listed with a few mistakes both within the paragraphs and at bibliography.	There are at least 4 relevant sources correctly listed within the paragraphs. There is also a complete bibliography at the end of paper.		
Total					/90

Roanoke Island Essay – Brainstorming

We will discuss methods of brainstorming in class. Use the space below to begin the brainstorm or mind-map for your essay.

Part Seven:
Do outline of paper
Work on papers
Go over rough draft highlighting and do in class

Roanoke Island Essay – The Planning sheet

METHOD

Write in point form.

Follow the structure set out below:

Introduction (1 paragraph)

In this paragraph, introduce or outline the key points of your theory.

Main Body (a series of paragraphs)

Each paragraph in the main body will explain 1 key point and provide evidence to support that point

1 key point = 1 paragraph

You need at least 2 key points in your paper, if you have more than 2 key points then you will have more than 2 paragraphs in the main body of the essay.

Paragraph 1

Introduce the first key point. This is the topic sentence.

Provide evidence (Choose a quote or an event. You may also paraphrase)

Explain why the evidence supports your point.

Write a concluding sentence

Paragraph 2

Introduce the second key point

Provide evidence (Choose a quote or an event. You may also paraphrase)

Explain evidence

Write a concluding sentence

Conclusion (1 paragraph)

In this paragraph, sum up the key points and ‘tie’ your theory together. Leave the reader with something to think about- make this interesting!!!

USE YOUR PLANNING SHEET TO WRITE YOUR FIRST DRAFT. EXPAND ALL EXPLANATIONS FULLY.

Students then need to write their rough drafts- I would make sure to reserve computer labs for this week so that you can give students at least one class to work on writing their rough draft. Their rough draft needs to be typed and saved in their Personal Folder on the S drive.

This is done together as a class with their typed rough draft, it should be turned in with their final draft.

Editing Your Rough Draft

Introductory Paragraph

1. Read the thesis statement. Highlight it yellow. If it is **unclear** or **incomplete** underline it also.
2. Highlight your two key points in pink. IF you do not have your key points- write: NEED KEY POINTS
3. Background information- do you have any- if not write NEED MORE BACKGROUND (2-3 sentences)
4. Read the transition sentence highlight it in green. Is it a **smooth** transition? Does it bridge this paragraph with the first body paragraph? If it is missing write: NEED TRANSITION if it is not smooth circle it

Body Paragraph #1

1. Read the topic sentence. **Highlight the topic in yellow** If you think the sentence is **boring** or **problematic** (grammar error, unclear, etc.) circle it. Read the whole paragraph.
2. **Highlight your quote in blue**- make sure you have a citation ex- (author or title). Circle and write NEED TO ADD CITATION
3. **EVIDENCE highlight it in orange** Do you have two to three sentences that explains your evidence and backs up the quote? If not put a star and write: Need MORE EVIDENCE
4. Is the information organized in a way that makes it easy to understand? If NOT...write these words at the end of the paragraph in: RE-ORGANIZE.
5. Read **transition sentence that bridges this paragraph with the first body paragraph highlight it in green**. Is it a **smooth** transition? If it is missing write: NEED TRANSITION if it is not smooth circle it
6. Repeat steps #1-5 for your other body paragraphs.

Concluding Paragraph

1. Read the concluding statement. **Highlight it in yellow** Make sure it restates your thesis. If it is **unclear** or **incomplete** underline it also. Write NEED TO CHANGE
2. Read the rest of the paragraph. If you think it is **boring** or **inadequate**, circle it

Make sure your essay has each of the following:

- is 350 to 500 words (minimum) NO MAX
- is in 12 point font- New Times Roman
- double spaced and in paragraph form (should be at least a 5 paragraph essay)
- has a title (any font you want)
- has a bibliography
- has your name and period

Get out your agenda and write the following down:

You will turn in:

1. Your rubric- fill it in!!!
2. Your final paper (including bibliography)
3. Your rough draft
4. Your resource log

There is a copy of the movie about Roanoke which you can show at the end of the unit for fun if you have time. You need to preview the movie to make sure it is ok though since I never saw it.

This piece should go into their Advisory Portfolio for the Student Led Conferences

REFLECTION FOR PORTFOLIO

(Choose a piece of work from this unit to reflect on for your portfolio. Use the space below as a draft for your reflection)

Date of Learning Sample: _____

Entry Date: _____

Title of Sample: _____

Background Information on Sample:

(insert EAGLE here)

- _____
(insert EAGLE descriptor here)
- _____
(insert EAGLE descriptor here)

This sample shows that I _____ **because.....**
(insert EAGLE descriptor here)

This sample shows that I _____ **because.....**
(insert EAGLE descriptor here)

The piece of learning is important to me because: